

Year 8

Choices Booklet

2018

Welcome to the Year 8 Choices Booklet for Year 9 September 2018

The curriculum for these students will consist of the Core Subjects which everyone studies. These are English (Language and Literature), Mathematics, Religious Education, Science, Core Information Technology, Core Physical Education and PSHE, which contains modules on Careers Education, Citizenship and Financial Management. In addition to these, students in Year 9 will study History **and/or** Geography. Many students will study French or Spanish; a number will use this time for another option subject plus additional support with English and Mathematics. This will be decided after consultation between students, staff and parents.

Students will then have two option choices, from a list shown in this booklet. These options will last for three years.

To ensure that students have breadth in their studies, the following combinations should not be taken:

- BTEC PE and GCSE PE
- Health and Social Care and Child Development
- More than two subjects from the Design Technology suite
- BTEC Music and GCSE Music

Whatever choice students do make we will ensure that the curriculum provided will enable them to:

- Take a lead in their own learning and motivate themselves
- Develop spiritually, morally and emotionally
- Plan their progression through school and prepare themselves for lifelong learning
- Think creatively and solve problems
- Communicate effectively in different situations
- Have respect for themselves and have tolerance of others
- Understand the world they live in and the richness it provides
- Maintain a healthy lifestyle and develop their physical skills
- Become an active citizen and valuable member of the community

Although we try very hard to make sure students get the subjects they choose this is not always possible. Some subjects may not run if not enough people want to do them. If too many people want to do a subject, we may not have enough staff to let everybody take it. For this reason students will be asked to identify a first, second and third choice subject.

This information will then be processed and students will be informed which of their selected subjects they have been allocated. If there are difficulties with any particular courses or selections we will contact you directly for further discussion and planning. Form Tutors will help students to complete the Choices Form (due in by 18 April 2018).

If you need any further help during the process please contact school and you will be directed to the most appropriate member of staff.

C Siddall
Deputy Headteacher

Course Title	<i>ASDAN (Award Scheme Development and Accreditation Network)</i>
Contact Name	<i>Mr M Adlington / Mrs D Dent / Mr J Prosser</i>

The ASDAN award scheme allows students to develop and recognise a range of skills that will be invaluable as they enter the world of work and begin living independent lives. These will include :

- Teamwork
- Independent Learning
- Coping with Problems
- Using Maths, English and ICT

The students work towards completing a range of challenges selected from 12 modules covering different topic areas including :

- Communication
- The Environment
- The World of Work
- Expressive Arts
- Health and Survival

Students then complete a Summary of Achievement and a Personal Statement which leads to an award at either :

- The Bronze Award Personal Development Programme
- or
- The Silver Award Personal Development Programme

Course Title	Art, Craft and Design	Examination Board	AQA
Contact Name	Miss J Garrett	Qualification	GCSE

GCSE Art, Craft and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art, Craft and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

There is a considerable element of creative freedom in the course and pupils can select the style and mediums they wish to pursue from drawing, painting, mixed media, graphics, sculpture, land art, installation, printmaking, textile design, three-dimensional design, lens-based and/or light-based media: film, animation, video and photography

In addition to the creative process, students will be expected to record their journey from research to completed pieces in writing by annotating their sketchbooks and through critical analysis of their own work and the work of other artists.

In order to be successful in GCSE Art, Craft and Design, students must be creative, be independent learners and work well to deadlines, both in the submission of their portfolio work and also in the timed final examination. Students considering taking GCSE Art, Craft and Design must also understand that the artistic process does not stop at the classroom door; our most successful candidates are those who take pride and ownership over their sketchbooks and can often be found designing and making outside of class.

Assessment Objectives are as follows :

- AO1 Developing ideas through investigations, demonstrating critical understanding of sources
- AO2 Refining work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Making and recording ideas, observations and judgements relevant to intentions as work progresses
- AO4 Presenting a personal and meaningful response that realises intentions and demonstrates critical understanding of visual language

Component 1 60% Coursework/Portfolio
Component 2 40% externally set assignment

GCSE Art, Craft and Design is a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational courses and a vast range of creative industries and career pathways.

Course Title	<i>Business</i>	Examination Board	<i>Edexcel</i>
Contact Name	<i>Mr K Jarvis</i>	Qualification	<i>GCSE</i>

The course is about :

You will start by exploring the world of small businesses and entrepreneurs. How and why do business ideas come about? What makes a successful business? You will learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you will move on to investigating business growth. How does a business develop beyond the start-up phase? You will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you will explore how the wider world impacts the business as it grows.

If you follow this course you will learn about :

Theme 1: Investigating Small Business

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

This is assessed as a written paper worth 50% of your GCSE

Theme 2: Building a Business

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

This is assessed as a written paper worth 50% of your GCSE

This course could lead to a number of pathways preparing you for further and higher education such as A levels in Business and Economics. The GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law and marketing.

Course Title	Child Development	Examination Board	OCR
Contact Name	Mrs P Loombe	Qualification	Level 1/2 Equivalent to GCSE

The course is about developing applied knowledge and practical skills in child development. You will study all aspects of the growth of a child from conception to the age of five, and develop independent learning skills, alongside solving problems.

If you follow this course you will :

- Understand the development and norms of a child from birth to 5 years old
- Understand the equipment and nutritional needs of a child from birth to 5 years old
- Understand the stages of pregnancy from conception to birth (antenatal care)
- Develop knowledge about the care of the child (postnatal care, childhood illness and safety)
- Develop the knowledge and skills to become a good parent
- Provide the foundation towards a career with children

Assessment

Written examination 50% 1 hour 15 minutes (completed in Year 11)

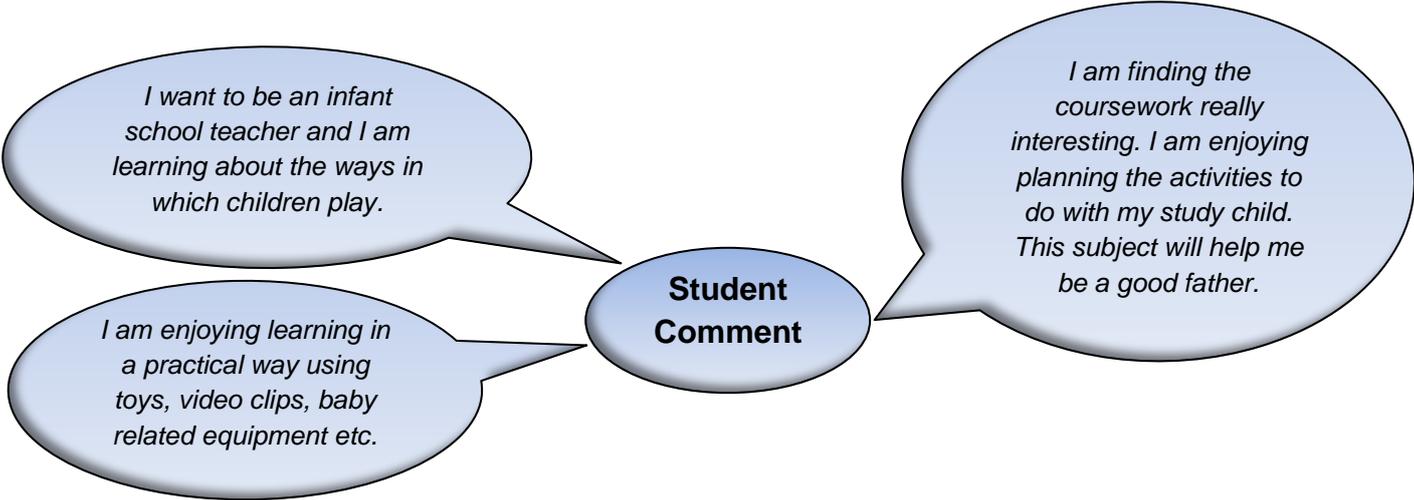
Two pieces of controlled assessment:

- Research task 25% (completed in Year 9)
- Child study 25% (completed in Year 10)

As part of the research task students will be assessed whilst making up a baby's bottle.

We will be visiting a local nursery where students will be developing relevant and stimulating play activities for the young children.

This course could lead to many interesting careers including teaching, nursing, social work, play work, childcare, police force or any other career, which requires knowledge of children. It can also be used as a foundation for later study in Child Care, Health & Social Care, Psychology, Sociology and Biology. It is also a very useful preparation for parenthood.



Course Title	Computing	Examination Board	OCR
Contact Name	Mr M Linfitt	Qualification	GCSE

This course is important because :

The United Kingdom has been responsible for many of the key developments in the history of Computing; it is seen as an industry that the country can compete in globally. Digital Britain is a phrase used to talk about the growing importance of Computing skills. Coding a computer to make it do exactly what you want it to do is a skill highly valued in commerce and the visual arts. Computing is also considered to be a challenging subject that prepares you for work, sixth form and leading universities. Even well known names such as Will.i.am have returned to school to learn how to code! Computing is knowledge that will allow you to study and work anywhere in the world. The computing students of today will be the technological wizards of tomorrow.

In this course you will learn :

Unit 1: Computer Systems and Programming - all about modern computers, programming techniques, the internet and networks. You will be able to explain how a computer works and will understand how they can be connected to a network in order to share files and information. You will leave the course with a really good understanding of a basic computer system, including how they are put together, and how they have changed over time.

Unit 2: Algorithms – what is an algorithm and how does it work? How do you spot errors in code? How do you mix algorithms to make a computer do what you want?

Unit 3: Programming Challenge - programming skills in different languages. You will learn a number of different ways to solve problems by programming and will be able to create confidently your own solutions.

How will I be assessed?

Unit 1: Computer Systems and Programming – Written examination worth 40% of overall grade.

Unit 2: Algorithms – Written examination testing practical skills worth 40% of overall grade.

Unit 3: Programming Project - Controlled assessment worth 20% of overall grade.

Is Computing different to ICT?

Very different. Computing looks at how the computer works and how to solve problems on it, often where solutions currently do not exist. It is a far more technical subject which offers an in depth look into a fascinating and important subjects.

Computing requires that you can learn and understand how to improve the computer itself and make it do new things whereas ICT uses existing software to create solutions to existing problems.

To achieve highly in Computing you should have a very good understanding in Mathematics but you must be able to explain yourself and justify your choices in essay style examination questions. You should also have enjoyed the Robotics and Python lessons in Year 8.

Not only do computing jobs offer excellent starting salaries and high levels of job satisfaction, many of the key roles in society, eg medicine, dentistry, teaching, engineering, architecture and forensic science will be performed by/reliant on/enhanced by computers and artificial intelligence.

Course Title	<i>Dance : BTEC Level 1/Level 2 Tech Award in Performing Arts</i>	Examination Board	<i>Edexcel</i>
Contact Name	<i>Miss R Ashcroft</i>	Qualification	<i>Technical Award</i>

This course is taught as part of the Key Stage 4 Physical Education Programme. The BTEC Level 1/Level 2 Tech Award in Performing Arts: Dance is designed to develop choreographic and performance skills, technical ability and theoretical knowledge in dance.

The course consists of 3 components. Two components are internally assessed and one is externally assessed.

Component 1 – Exploring the Performing Arts (Internally assessed)

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.

Component 2 – Developing Skills and Techniques in the Performing Arts (Internally assessed)

Learners will develop their dance skills and techniques through the reproduction of dance. They will apply the skills and techniques in rehearsals and performance. Learners will review and evaluate their progression in dance.

Component 3 – Performing to a Brief (Externally set task, completed under supervised conditions, externally assessed)

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus set by the exam board. Learners will capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report.

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression.

Students completing the course may progress onto A Levels or study of a vocational course at Level 3 such as the BTEC National in Performing Arts.

Course Title	<i>Design Technology</i>	Examination Board	AQA
Contact Name	<i>Mr P Greenwood</i>	Qualification	GCSE

Content

This course will enable students to build upon subject knowledge from Key Stage 3 and incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes or products in response to issues, needs, problems and opportunities.

The range of materials that students will learn about and work with will include: papers and boards, natural and manufactured timber, ferrous and non-ferrous metals, thermoforming and thermosetting polymers, natural, synthetic, blended and mixed fibres, non-woven and knitted fabrics, composite materials, modern and smart materials including e-textiles and technical textiles.

Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries and widen their understanding of the impact of design and technology activity on daily life and the wider world.

The course will provide experiences across a wide range of fields including electronic systems, the use of programmable components and microcontrollers and students will be able to develop project work in areas that they have a further interest.

Skills

This course will enable students of all abilities to develop a wide range of practical design and technology skills including hand and machine manufacture as well as embracing digital technologies. It will also aim to develop creativity and flair by encouraging students to use a range of presentation methods to convey their design ideas.

Assessment

The course will be assessed by a combination of coursework and by an examination. Coursework will require pupils to develop and apply in-depth knowledge to at least one material by selecting and working with appropriate materials and components in order to produce a prototype using appropriate and accurate methods, techniques, tools and equipment.

What It Leads To

The course is a single GCSE which will lead pupils to A-levels in Design Technology and IT and will also benefit those pupils going on to complete vocational qualifications.

Course Title	Drama	Examination Board	OCR
Contact Name	Mrs N Richardson	Qualification	GCSE

GCSE Drama helps students develop an understanding of many creative and challenging activities.

GCSE Drama explores:

- Different genres and performance styles including different theatre practitioners such as Frantic Assembly and Stanislavski.
- The ways in which performers and designers communicate meaning to an audience through the exploration and creation of original drama.
- Performance conventions and tools.
- How plays are constructed through the study of at least one substantial play.
- How to create, interpret and communicate a role or character practically and theoretically.
- Evaluating live theatre, own work and the work of others.
- Drama within its social, cultural and historical context, identifying and establishing how this might impact on any performance.
- The written evaluation of live theatre, own work and the work of others.

Studying Drama at Key Stage 3 is not a requirement for candidates who want to study this course.

Candidates will study :

Component One – Devising

Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

A portfolio will be created highlighting the process that the Learners have gone through to create their piece of drama.

30% of overall GCSE.

Component Two – Presenting and performing texts

Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. This can be a group performance, a duologue and / or a monologue. This will be performed to a visiting examiner.

30% of overall GCSE

Component Three – Drama: Performance and Response – written examination

Learners will explore practically a performance text (Find Me by Olwen Wymark) to demonstrate their knowledge and understanding of drama.

Learners will analyse and evaluate a live theatre performance as part of the final written examination.

40% of overall GCSE.

Attendance to Live Theatre is an essential part of this course.

Assessment Objectives are as follows :

- AO1 Creating and developing ideas to communicate meaning through theatrical performance.
- AO2 Applying theatrical skills in live performance.
- AO3 Demonstrating knowledge and understanding of how drama and theatre are created developed and performed.
- AO4 Analysing and evaluating your own work and the work of others.

GCSE Drama provides a smooth transition to A-level courses in Drama and Theatre Studies.

Course Title	<i>Design and Technology - Fashion and Textiles</i>	Examination Board	WJEC
Contact Name	Mrs W Pearson	Qualification	GCSE

Content

This course is a new GCSE in Design and Technology where students will specialise in the fashion and textiles element. It provides a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making fashion and textiles products. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; building on awareness of and learning from wider influences on design and technology, including historical, social/cultural, environmental and economic factors. Students will build upon previous knowledge from Key Stage 3 and incorporate knowledge and understanding of different materials and manufacturing processes in order to design and make prototypes.

Students will complete two mandatory units across the course.

Unit 1: Design and Technology in the 21st century. Written exam 2 hours. (50% of the qualification)

A mix of short answer, structured and extended writing questions assessing candidates knowledge and understanding of fashion and textiles.

Unit 2: Design and make task non-exam assessment: approximately 35 hours. (50% of qualification)

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates ability to:

- Identify, investigate, analyse and outline design possibilities
- Design and make prototypes and evaluate their fitness for purpose

Skills

This GCSE in Fashion and Textiles gives students a whole host of easily transferable skills, including communication, teamwork and project management.

They will develop a wide range of practical making skills incorporating surface embellishment, joining and finishing, combining materials and colouring fabrics. Students will also develop an understanding of commercial processes and an in-depth knowledge of textile-based materials and their properties.

Assessment

The course will be assessed by a combination of a written exam (50%) and an extended piece of coursework (50%).

What It Leads To

This qualification is designed for 14–16 year olds who want to study fashion and textiles and develop the knowledge, skills and experience that could open the door to a career in the industry. Upon completion, learners can progress to A-level Design and Technology: Fashion and Textiles.

Course Title	<i>Food Preparation and Nutrition</i>	Examination Board	AQA
Contact Name	<i>Mrs S Hirst / Mrs K Skinner</i>	Qualification	GCSE

GCSE Food Preparation and Nutrition will require pupils to acquire a proper understanding of the scientific principles behind food and nutrition, and use a number of practical cooking techniques to prepare and cook food. At the heart of this GCSE is a focus on developing practical cookery skills and a strong understanding of nutrition, and healthy lifestyles.

This qualification will give young people the preparation they need to succeed in the food and hospitality industries as well as giving them vital life skills.

Students will study three areas :

- Nutrition
- Food Provenance and Food Choice
- Cooking and Food Preparation

In studying this GCSE, students will :

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the effect of poor diet and health.
- Understand the economic, environmental, ethical and social/cultural influences on food availability, production, and diet and health choices.
- Demonstrate understanding of nutritional properties, sensory qualities and food safety considerations when preparing, processing, storing and serving food.
- Understand and explore a range of ingredients and processed from different culinary traditions.

Assessment Objectives are as follows :

- AO1** Demonstrate technical skills in planning, preparing, cooking and presenting a selection of recipes.
- AO2** Applying knowledge and understanding of food, cooking and nutrition: including developing and modifying recipes to meet particular requirements.
- AO3** Demonstrating knowledge and understanding of food, cooking and nutrition.
- AO4** Analysing and evaluating different aspects of food, cooking and nutrition, including food made by themselves and others.

GCSE Food Preparation and Nutrition is a strong foundation for further progression to related courses such as A-level Food Preparation and Nutrition and enhanced vocational and career pathways in healthcare, fitness, catering and hospitality.

Course Title	French	Examination Board	AQA
Contact Name	Mrs K Bown	Qualification	GCSE

This course is about learning to :

Communicate effectively in French in different situations and appreciate the value of being able to speak another language.

Develop an awareness and understanding of the culture of France and French speaking communities.

Course Content and Assessment

Building on the skills that you have developed at KS3, you will study a variety of authentic, topical and cultural material surrounding the key themes of:

Identity and culture (including free time, family and social media.)

Local, national, international and global areas of interest (including social issues, the environment and travel and tourism.)

Current & Future study & employment: (including school, post 16, jobs and careers).

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. The course will also allow you to learn more about France and French culture.

The course is examined in all four key skills:

- AO1 : Listening** – understand and respond to different types of spoken language.
AO2 : Speaking – communicate and interact effectively in speech.
AO3 : Reading – understand and respond to different types of written language.
AO4 : Writing – communicate in writing.

You will be assessed through examinations in each of the skills at the end of Year 11. Each examination will be worth 25% of your final grade.

Why study French?

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an appreciation of their own culture as well as other cultures.

Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other subjects.

In today's global community, many employers are actively looking for people who can communicate in a foreign language. A GCSE in French can open many doors for students, whatever industry they go on to work in.

Advantages of studying languages:

- You are better able to understand and communicate with people from different walks of life
- You gain a unique appreciation of different cultures through literature, music, and film and increase your understanding of the world.
- You will develop key skills, which are transferable to other aspects of your life, in school and elsewhere.
- Makes travel more enjoyable
- Get the chance to make lifelong friends around the world.

Course Title	Geography	Examination Board	AQA
Contact Name	Mr M Stamp	Qualification	GCSE

Aim

Throughout the GCSE Geography course students have the opportunity to consider a variety of geographical issues and, in doing so, become knowledgeable and critical geographers. There is a strong emphasis on the understanding of physical processes in the environment, as well as the management and mismanagement of resources by people. Students also have the opportunity during this course to develop their fieldwork skills.

Outline of the Course

The course is divided into three main themes:

Section 1: Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK including coasts and rivers. Finally, the living world which includes ecosystems such as tropical rainforests and hot deserts or cold environments.

Section 2: Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for food resources globally are also a focus.

Section 3: Geographical applications and skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which will be studied in lesson time.

Examinations

There are three exam papers at the end of Year 11. The first examination focuses on section 1 of the course, physical geography. It is 90 minutes long, worth 88 marks and makes up 35% of the total GCSE grade. The second paper is also 90 minutes long and worth 88 marks, also making up 35% of the GCSE grade. This examination focuses on section 2 of the course, human geography. The final paper is 75 minutes long. It is worth a total of 76 marks and makes up 30% of the total GCSE grade. This examination has a focus on section 3, geographical applications and skills. There is no controlled assessment for Geography. The examination makes up 100% of the final grade.

Further Study

Geography is a strong, traditional subject that can be of use to students when taking up a variety of further educational courses, as well as in the world of work. It also gives students an excellent platform and skills base to move on to A level studies and beyond in a wide range of subject areas.

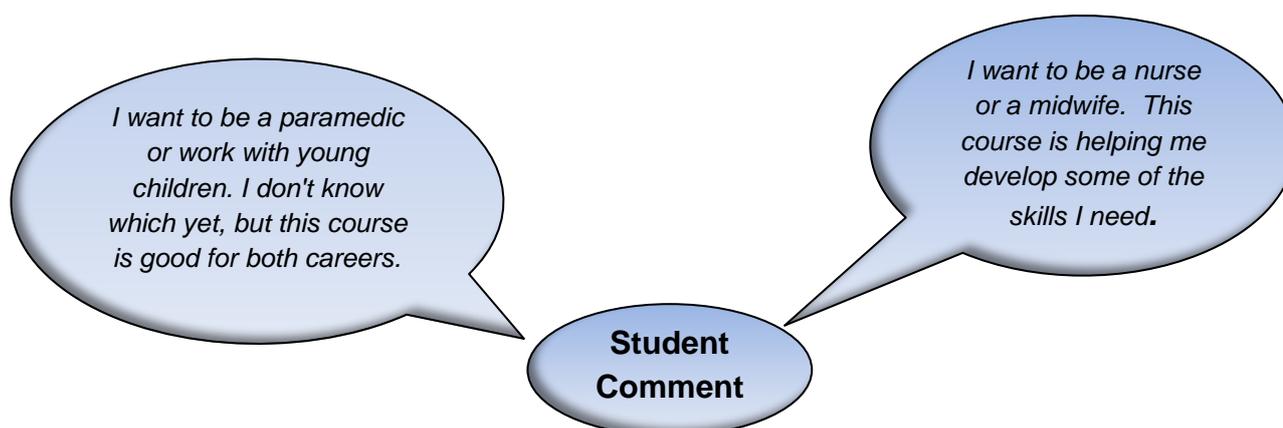
Course Title	<i>Health & Social Care</i>	Exam Board	<i>EDEXCEL</i>
Contact Name	<i>Mrs T Harrison</i>	Qualification	<i>Technical Award</i>

In this course you will learn about how people grow and develop at all stages in their lives including infancy, childhood, adolescence, adulthood and later adulthood. Knowing about expected patterns of development is important when people experience health problems or have care needs. If you are thinking of working in the health, social care or early years' sector, this will help you understand how our health service and social care services work.

Human Lifespan Development You will explore human growth and development from infancy to later adulthood. You will investigate factors that affect growth and development and how they are interrelated.	Internal assessment
Health and Social Care Values Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. You will learn how care values ensure that people who use health and social care services receive the care they need and are protected from different sorts of harm.	Internal assessment
Promoting Health and Wellbeing You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.	External assessment

About the health and social care sector:

About 3 million people work in health or social care. Health care roles include doctors, paramedics, pharmacists, nurses, midwives and health care assistants, while social care roles include social workers, care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise so they will continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.



Course Title	History	Examination Board	AQA
Contact Name	Mrs E Rhodes	Qualification	GCSE

The course is about developing an understanding of key issues from the past that have shaped the present. Your studies will develop your :

- Sense of awareness and identity in the world in which we all live
- Ability to solve problems about the past using primary and secondary evidence
- Ability to analyse source material and interpret evidence so that conclusions can be drawn
- Ability to express ideas and communicate effectively

The course is about developing an understanding of key issues from the past that have shaped the present. Your studies will develop your :

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- Ability to solve problems about the past using primary and secondary evidence
- Ability to analyse source material and interpret evidence so that conclusions can be drawn
- Ability to express ideas and communicate effectively

If you follow this course, you will study several periods in history. These include :

- Health and the People - A Thematic Study c1250-Present Day of the History of Medicine
- Elizabethan England 1558-1603
- A Modern depth study 1890-1945 Germany
- Superpower Relations 1945-1972

The course will include a depth study and a thematic study and will consider historical events in three different geographical contexts.

Students will develop transferable skills such as communication, analysis and research. History also allows students to understand the world around them.

Structure :

100% examination
All written examinations are at the end of the course.

This course could lead to further study of History at AS/A2 and then at university through History or other subjects such as Law. It can be useful for future careers in journalism, politics, teaching, archaeology, law, and research based occupations. GCSE History is recognised by many employers as a rewarding intellectual pursuit that offers a training of the mind through skills of analysis, evaluation and interpretation

**Student
Comment**

History is interesting because it teaches you to work out why key events like the Vietnam War occurred. It has developed my skills of analysis and evaluation. History teaches you to recognise bias and reliability and this is helpful to understanding the modern world.

Course Title	<i>Music</i>	Examination Board	AQA
Contact Name	<i>Mr T Elliott / Miss T Cullen</i>	Qualification	GCSE

GCSE Music helps students to develop subject knowledge, understanding and skills, through listening to a variety of music, playing music and creating their own music.

This course will encourage candidates to:

- actively engage in the process of music study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their own musical interests and skills including the ability to make music individually and in groups
- evaluate their own and others' music
- understand and appreciate a range of different kinds of music.

The specification places a strong weighting on practical aspects of music, catering for a wide range of interests and abilities. This GCSE assesses students' skills in listening and appraising, composing and performing music.

Assessment Objectives are as follows:

- | | |
|-------------|--|
| Component 1 | Understanding music where pupils are assessed on listening and contextual understanding. |
| Component 2 | Performance where pupils are assessed on a solo and an ensemble performance |
| Component 3 | Composition where pupils are assessed on composing to a brief and free composition. |

It is expected that students will already be learning to play a musical instrument and are suitably committed to continuing lessons throughout the course.

GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. Our course provides the opportunity for students to develop valuable transferable skills such as self-confidence, concentration, creativity, evaluation and teamwork.

Course Title	<i>BTEC Level 2 Music</i>
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Examination Board	<i>Edexcel</i>
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Contact Name	<i>Mr T Elliott / Miss T Cullen</i>
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Qualification	<i>BTEC Level 2 First Award in Music</i>
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This course will inspire and enthuse learners to consider a career in the music industry, rather than to participate in music only recreationally. It will also give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the music industry, eg the live sound industry, the running of their own music company to publish a CD or put on a concert and how to use computers to create music and edit sounds.

You will study four units.

The Music Industry

You will learn about different types of organisations in the music industry and the type of work each undertakes. The unit provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, promoter and performer.

This will be externally assessed.

Managing a Music Product

This unit will enable you to manage the planning, delivery and promotion of a live concert, CD or other music product.

This will be internally assessed.

Introducing Music Recording

In this unit you will use music technology to create multi track recordings. You will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals.

This will be internally assessed.

Introducing Music Sequencing

In this unit you will learn how to create music using a variety of sources, including loops and software instruments. You will edit your music by the application of different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion.

This will be internally assessed.

Course Title	Physical Education	Examination Board	AQA
Contact Name	Mr D Young	Qualification	GCSE

The course provides students with the chance to learn about healthy and active lifestyles. GCSE Physical Education includes a variety different learning opportunities including physical and academic learning.

Students study the makeup of the human body including anatomy and physiology; they study sports psychology and discover what makes a great sports man or woman. Students take part in physical training and develop their sports leadership skills.

If you follow this course you will develop your practical performance skills in both team sports and individual sports. GCSE Physical Education will improve your leadership skills, your sports strategy skills and your sports analysis.

There are two types of assessment:

1. Practical performance – this is worth 40% of the marks for the GCSE

In this section students are assessed on their different activities: this includes at least one team sports, one individual sport and a third assessment which can be either team or individual sports.

The practical performance part of the course requires students to demonstrate physical skills and techniques, to understand their own performance level and how to use their strengths to improve their performance.

2. Knowledge and understanding of physical activity - this is assessed by examination and is worth 60% of the marks for the GCSE

Students will understand what makes the human body work, the principles of training for sports, the relationship between health and fitness and how to prevent injury. Students will learn about the psychology of sport including target setting and giving and receiving feedback on your performance.

Paper 1 : Anatomy and physiology, movement analysis and physical training

Paper 2 : Sports psychology, socio-cultural influences and health, fitness and well-being

Successful completion of this course could provide a route to study in Further Education awards such as Advanced Subsidiary and Advanced Level Physical Education, the BTEC Level 3 Extended Diploma in Sport and also to Higher Education in Physical Education as well as to related career opportunities. In addition, it provides a worthwhile course for students from diverse backgrounds in terms of general education and lifelong learning.

Course Title	Triple Science (Biology/ Chemistry/ Physics)	Examination Board	AQA
Contact Name	Mr Davies / Miss Ellison	Qualification	GCSE

GCSE study in the sciences at this level provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of key ideas relating to the sciences which are both interlinked, and are of universal application.

Triple science is a demanding course and students are expected to take responsibility for their learning utilising feedback from teachers to make the progress required. A love of science and motivation to find out more independently will aid students' progress

If you follow this course you will study in depth the three main subject areas in science.

Due to the demands of the course, students must be consistently performing in line with GP 6 throughout Key Stage 3 Science. Good academic ability within their KS3 Mathematics and English would be an advantage. Students who have expressed an interest in Triple Science will be considered by the Science Department for selection to this pathway.

Physics

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are interlinked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

Chemistry

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Biology

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

This course could lead to :

A Level courses in Biology, Chemistry or Physics (providing you gain a high grade) or other related college or sixth form courses. This would lead to degree courses in science, medicine, veterinary science or numerous other science courses at college or university.

Course Title	Spanish	Examination Board	AQA
Contact Name	Mrs K Bown	Qualification	GCSE

This course is about learning to :

- Communicate effectively in Spanish in different situations and appreciate the value of being able to speak another language.
- Develop an awareness and understanding of the culture of Spain and Spanish speaking communities

Course content and assessment

Building on the skills that you have developed at KS3, you will study a variety of authentic, topical and cultural material surrounding the key themes of:

Identity and culture (including free time, family and social media.)

Local, national, international and global areas of interest (including social issues, the environment and travel and tourism.)

Current & future study & employment: (including school, post 16, jobs and careers).

The aim of the course is to develop your speaking and listening skills, as well as your understanding of how language works. The course will also allow you to learn more about Spain and Spanish culture.

The course is examined in all four key skills:

- AO1 : Listening** – understand and respond to different types of spoken language.
AO2 : Speaking – communicate and interact effectively in speech.
AO3 : Reading – understand and respond to different types of written language.
AO4 : Writing – communicate in writing.

You will be assessed through examinations in each of the skills at the end of Year 11. Each examination will be worth 25% of your final grade.

Why study Spanish?

Students who study a foreign language often have a deeper understanding and interest in the world around them. This leads to an appreciation of their own culture as well as other cultures. Additionally, students find that studying a foreign language allows them to deepen their knowledge of how their own language works and this has a positive impact on other subjects. In today's global community, many employers are actively looking for people who can communicate in a foreign language. A GCSE in Spanish can open many doors for students, whatever industry they go on to work in.

Advantages of studying languages:

- You are better able to understand and communicate with people from different walks of life
- You gain a unique appreciation of different cultures through literature, music, and film and increase your understanding of the world.
- You will develop key skills, which are transferable to other aspects of your life, in school and elsewhere.
- Makes travel more enjoyable
- Get the chance to make lifelong friends around the world.

Course Title	<i>BTEC NQF First Award in Sport</i>	Examination Board	<i>Edexcel</i>
Contact Name	<i>Mr B Morgan</i>	Qualification	<i>Equivalent to 1 GCSE</i>

The BTEC NQF First Award in Sport is designed to equip you with the knowledge, understanding and practical skills required for success in current and future employment in sport and related industries. This course provides specialist studies which are directly relevant to individual vocations and professions in the sport and related industries in which you may be interested in working in.

This course is a science related sport and exercise qualification to enable progression to further studies with a view to entering careers in sport and related industries.

The BTEC NQF First Award in Sport consists of two mandatory units plus two other optional units :

Core units assessment

Method

- 1 - Fitness for Sport and Exercise externally assessed
- 2 - Practical Sports Performance internally assessed

Optional specialist units

- 3 - The Mind and Sports Performance internally assessed
- 4 - The Sports Performer in Action internally assessed
- 5 - Training for Personal Fitness internally assessed
- 6 - Leading Sports Activities internally assessed

There will be an externally assessed unit which will be in the form of an online assessment/examination. You will complete a further two units from the above optional units. These units will be assignment based, with each unit, on average, containing two assignments. All of the above units have grading criteria and will be individually graded as pass, merit or distinction.

The BTEC First Award in Sport is a specialist qualification which is focused towards progression to employment in the sport and related industries. This could lead to employment in the sport sector and you will develop a range of transferable skills which will raise your employability in a wide range of careers beyond the sports sector, for example: armed forces, emergency services, sales and marketing. You could also progress to a course such as BTEC Level 3 Extended Diploma in Sport.

